DOCUMENT RESUME

ED 280 309 FL 016 574

TITLE	Applications of Oral Proficiency Testing to Foreign Language. Instruction.
INSTITUTION	American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE	[87]
NOTE	30p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Audiolingual Skills; Class Activities; Classroom Techniques; Communicative Competence (Languages); French; German; *Instructional Materials; *Language Proficiency; *Language Tests; *Material Development; *Media Adaptation; Oral Language; Second Language Instruction; Skill Development; Spanish; Teaching Guides; Tenses (Grammar); *Test Use; Verbal Tests; Vocabulary Development

ABSTRACT

A guide to the adaptation of oral proficiency testing for classroom language instruction contains excerpts of projects by participants in an American Council on the Teaching of Foreign Languages (ACTFL) workshop. The excerpts are examples of proficiency based curricula and materials designed to personalize instruction and simulate real-life situations for conversation and communicative practice. They include: proficiency guidelines for two levels of French instruction; vocabulary and questions developed for a unit on families and professions (French); drills focusing on students' personal experiences and activities (German); a list of first-year German functions and content based on ACTFL proficiency guidelines; an exercise in narration in past tense (Spanish); and role-play situations useful for a variety of languages. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION

Background

In recent years, there has been increased emphasis on the need for functional foreign language instruction in the United States. The Report of the President's Commission on Foreign Language and International Studies, published in November 1979, made eight major recommendations. Included was specific mention of the need to establish national language proficiency guidelines, particularly in oral proficiency. The Commission recommended that the proficiency guidelines relate teaching and curricula to measurable outcomes and establish yardsticks to measure progress and developing competence.

In response to these recommendations, ACTFL received funding from the U.S. Department of Education in 1981 to produce a set of proficiency scales in a generic format as well as in French, German, and Spanish. These guidelines were drafted by committees of academic and government experts. (In 1983, a related, two-year grant from the U.S. Department of Education enabled ACTFL to undertake the development of proficiency guidelines for Chinese, Japanese, and Russian, as well.) The ACTFL Provisional Proficiency Guidelines describe a graduated sequence of learning stages for students and teachers that can be used to mark progress in actual language proficiency rather than in terms of inaccurate and relatively uninformative measures of "seat time."

Also in response to the Commission's recommendations, ACTFL undertook the training of foreign language faculty members in oral proficiency interview testing. The oral proficiency interview is a seemingly casual, but highly structured conversation that generally lasts from ten to twenty minues and consists of a four-phase structure that allows the tester to elicit from the interviewee a representative sample of his or her oral language. The resulting speech sample is then compared to the proficiency guidelines scale, and a global oral proficiency rating is assigned.

The Institute

Participants in ACTFL's first oral proficiency testing workshops began spontaneously to explore the implications of the oral proficiency interview and the guidelines for proficiency-based teaching. The progressive, developmental nature of the guidelines, as well as their emphasis on the interrelationship among linguistic functions, content areas, and accuracy required at each level, suggest a new orientation in curriculum and materials development, classroom activities, and methodology.

One of ACTFL's major goals has been to encourage educators to teach for proficiency, as well as to test it. Accordingly, ACTFL sought and received funding from National Endowment for the Humanities to conduct a three-week Summer Proficiency Institute for secondary school teachers of French, German, and Spanish. The Institute was conducted July 11-29, 1983, at Haverford College in Pennsylvania. The goals of the Institute were the following:

1. to train participants in oral proficiency interviewing and rating;
2. to familiarize participants with curriculum development concepts, especially as these concepts relate to increasing emphasis on oral proficiency in the context of the other skill areas; and
3. to assist participants in the development of a proficiency-oriented project to be implemented in their schools following the Institute.

The Institute was ACTFL's first formal opportunity to work directly with secondary school teachers on the topic of language proficiency. In the first week of the Institute, the participants learned the theory and practice of oral proficiency interviewing and conducted live practice interviews with student volunteers.

The second and third weeks of the Institute were designed to link proficiency testing to classroom instruction, and participants were encouraged to adapt features of the oral proficiency interview for instructional activities. Although the emphasis of the Institute was on oral proficiency, the other skill areas were not neglected; rather, the participants were encouraged to reconsider the relationship between speaking and the other skill areas

in order to enhance the development of oral proficiency. Among the topics that were examined were: designing a student-centered curriculum; textbook evaluation; setting priorities in grammar; and personalizing vocabulary. In addition, teaching for proficiency in each skill area was explored in depth through lectures, discussions, and activities.

An integral component of the Institute was the designing of projects to create new, proficiency-based curricula and materials for the classroom. Participants worked with their textbooks and curriculum guides and, using the proficiency guidelines, developed materials to supplement their instructional programs and to promote increased oral proficiency in their students. Participants developed project prototypes by the end of the Institute and continued to work on and polish them over the duration of the summer.

The projects were implemented on an experimental basis in the fall, and the grant provided for site visits to observe participants in the classroom to evaluate the progress of the proficiency-based projects developed at the Institute.

What follows are excerpts from participants' Institute projects. These excerpts are brief examples of proficiency-based curricula and materials designed to personalize instruction and to initiate simulated, real-life situations for conversation and communicative practice. These project excerpts demonstrate the impact that the Institute has had on the participants. Ultimately, however, the prime beneficiaries will be foreign language learners. Students receiving oral proficiency-based instruction will emerge from their foreign language experience with the ability to use the new language in a more satisfying and a more productive manner.

Participants' Projects

The projects that grew out of the workshop influenced classroom instruction in several ways. Some participants concentrated on curriculum revision by redesigning their courses of study. The majority, however, began to institute change on the instructional level through various efforts at materials adaptation and implementation of different teaching strategies. A final group used the testing procedure learned during the first week

of the Institute (i.e., the oral proficiency interview) to assess student progress and/or the effectiveness of the instructional program. For many teachers, all of these factors came together, and while their specific project dealt with one of these dimensions, they could not help but initiate change in the other areas as well.

A. *Curriculum Projects:* The major influence of the proficiency workshop on curriculum design lay in: (1) a more realistic view of the expectations and outcomes for students, particularly as regards the speaking skill; (2) a better understanding of the process and form for developing a course of study.

In the first instance, the testing of students at various levels of instruction, which took place during the Institute, demonstrated to teachers that there is a real difference between what is achieved in the classroom in controlled situations and the proficiency with which students perform in spontaneous conversational situations. Many phrases used rather commonly in previous curriculum guidelines suddenly seemed not only to be inaccurate but indeed impossible. The workshop participants soon discovered that phrases such as "near-native pronunciation and fluency" no longer belonged at any level of the secondary school curriculum as one of the competencies students would be likely to develop. They also saw that terms such as "converse" or "speak" meant little without qualifying statements such as "converse about...," for example about family or pastimes or school.

The ACTFL Provisional Proficiency Guidelines provided a framework for enabling teachers to design a curriculum based upon *tasks, content/context,* and *accuracy* that would be properly sequenced and realistic in scope. The curriculum statements developed as a result of the Institute experience reflect the process as setting objectives first and relating content to them, rather than the reverse process of making the Table of Contents of the text the objectives and assuming an equal match between what has been taught and what has been learned.

SAMPLE PROJECT—Two teachers working together who undertook a major curriculum revision effort outlined their intent as follows: "(1) to formulate proficiency-based guidelines for French I, II, and II Honors; (2) to create units to implement the guidelines of these three courses; and (3) to devise a workable

implementation of the Oral Proficiency Interview in our secondary French program." Furthermore, they related the work first and foremost to the philosophy and goals statement of the school district.

The format they used came directly from the structure of the proficiency descriptions. Beginning with functions or tasks that students could reasonably be expected to develop at a particular level of instruction, they added the content areas for which those tasks could be accomplished. Only then did they look at their text in order to decide upon how to emphasize and approach the specific materials contained therein. A sample of their Level I and Level II guidelines for functions and content for the courses appears in the Appendix.

B. *Materials Adaptation/Classroom Techniques:* Certainly a major target for a change in emphasis lay with the way in which texts and supplementary materials would be used and adapted. If the text was to remain a major source of content (and that is almost a given for many legitimate reasons), then that content would need to be changed to meet goals of personalization and communicative potential. Second, learning for mastery remains a viable and valuable concept on the level of achievement, but opportunities for communicative practice at the level of performance need to be included as well.

In order to accommodate more personalization, several materials projects were developed. Some participants made major efforts to adapt the text vocabulary so that students could express ideas and responses in terms of their lives, interests, and reality. While often the given vocabulary was relevant in a general sense, it fell short of providing those items most likely to be used by students of specific ages and in local circumstances. Consequently, a supplementary vocabulary list was quite appropriate. This vocabulary was then practiced in personalized questions, mini-interviews, and other creative language formats.

1. Personalized vocabulary: These examples come from a team of teachers from different school districts but who were using the same text. They found it very valuable to create ideas together, to visit and observe in one another's schools, and to keep in contact by phone and exchange of materials. The

vocabulary adaptation they designed was in three principle stages: introductory, practice, and communicative.

To introduce vocabulary, two categories were established: core vocabulary and personalized vocabulary. The core words would be utilized to discuss material based on the text, while the personalized words were added as students' need for them arose. Students chose to learn those words they wished from the latter category, and this selection was based upon words necessary to express themselves and to understand the ideas of their peers.

SAMPLE MATERIALS—Based on the basic vocabulary for a chapter on family, the following asterisked items were added so that students could talk about their immediate family members, their resemblances, and occupations.

Sub-theme 1—la famille

les parents	la soeur	*l'enfant
le père	*la belle-soeur	la tante
*le beau-père	*la demi-soeur	l'oncle
la mère	les grands-parents	le cousin
*la belle-mère	le grand-père	la cousine
le frère	la grand-mère	*le neveu
*le beau-frère	*le fils	*la nièce
*le demi-frère	*la fille	

*personalized vocabulary added to text

Sub-theme 2—les ressemblances

blond	grand	
brun	petit	ressembler à
roux	de taille moyenne	*comment
(etc.)	les yeux bleus	*décris (décrire)
	verts	
	bruns	
	(etc.)	

*personalized vocabulary added to text

Sub-theme 3—les professions*

avocat	ingénieur
commerçant	médecin
dessinateur	ouvrier
employé de bureau	professeur
fermier	à la retraite
infirmier	

*personalization to the extent that each student can speak about his or her immediate family

Following the introduction of vocabulary items, the teachers developed two sets of questions: the first set used the core vocabulary for discussion purposes and the second set added any personalized vocabulary needed to enable students to converse on a similar theme. Activities with both sets of questions were often carried out in a small-group format. The examples below represent different portions of the text from early to later chapters. The first set is based on the family unit mentioned above, the second set is about "going out," and the third set is designed around a Martinique theme (which also builds on the past).

Example #1: Personalized questions on the family

1. Tu es blond? Tu as les yeux verts?
2. Comment est ton père? ta soeur, ton oncle, etc.
3. A qui est-ce que tu ressembles?
4. Qui a les yeux bleus dans ta famille?
5. Qui est brun dans ta famille?
6. Tu as des frères et des soeurs?
   Comment s'appellent-ils?
   Quel âge ont-ils?
   Comment sont-ils?
7. Décris ta soeur, ta mère, ton père, etc..
8. Où habitent tes grands-parents? et ta tante? etc.
9. Est-ce que ton oncle ressemble à ton père?
10. Est-ce que ta cousine ressemble à sa mère?
11. Quelle est la profession de ton père? et de ta mère?

12. Qu'est-ce que tu aimes comme profession? Pourquoi?
13. Quelle est la profession de _____? (name people such as school nurse, secretaries, teachers, singers, etc.)
14. Qu'est-ce que tes grands-parents font?
15. Quand est-ce que tu vas aller chez tes cousins?
16. Qu'est-ce que tu aimes faire le week-end?
17. Qu'est-ce que vous faites quand vous êtes en famille?
18. Est-ce que tu aimes habiter l'internat (le dortoir) sans famille?
19. Est-ce que tu es-enfant unique?
20. Qui est le fils de tes grands-parents?

Example #2: Discussion questions and personalized questions on a single chapter.

Discussion Questions (based on text)

1. Quel jour Philippe et Catherine n'ont-ils pas de classe?
2. Où sont-ils, Philippe et Catherine?
3. Pourquoi ne veulent-ils pas rester à la maison?
4. Qu'est-ce qu'ils ont envie de faire le mercredi?
5. Comment s'appelle l'ami de Philippe? Et pourquoi est-ce qu'il téléphone à son ami?

Personalized Questions (based on same text)

1. Quel jour n'as-tu pas de classe?
2. Où est-ce que tu vas ce jour-là?
3. Avec qui est-ce que tu sors le samedi?
4. Où est-ce qu tu vas avec tes amis?
5. Est-ce que tu habites un petit village? Quelle ville est la plus proche de ce village?
6. Qu'est-ce que tu fais l'après-midi si tu es libre?
7. Est-ce que tu prends des amis avec toi? Sont-ils toujours prêts?
8. Comment est-ce que tu vas au cinéma?
9. A quelle heure est-ce que tu sors?
10. Qu'est-ce que tu aimes mieux commander dans le restaurant ou au café?

11. Qu'est-ce que tu commandes si tu as faim?
12. Combien d'argent est-ce que tu as envie de payer?
13. Qu'est-ce que tu commandes comme boisson?
14. Quel(s) jus est-ce que tu aimes boire?
15. Est-ce que tu préfères la limonade ou la citronnade?

Example #3: Personalized questions

1. Où as-tu passé le week-end dernier?
2. Est-ce que tu as un aquarium? Décrivez ton aquarium.
3. L'été dernier, qu'est-ce que tu faisais tous les jours?
4. Où est-ce que tu aimes passer tes week-ends?
5. Qu'est-ce que tu préfères? nager ou pêcher?
6. Qu'est-ce que tu portes quand tu nages? Quand fais-tu de la pêche? Quand plonges-tu?

Developed by:
Martha La Freniere; The Peddie School, Hightstown, NJ
Gus Salameh, High Point Regional High School, Sussex, NJ
Robert Steindler, Lakeland High School, Shrub Oak, NY

2. Personalized drill: A participant who was already using self-written materials in German strengthened their communicative potential by introducing some "truth telling" exercises as part of the grammatical exercises. This should facilitate the transition from mechanical mastery of grammatical patterns of real-world communication where a neat tie between a form and a function is rare. The following example comes from her unit on the modal verbs *können* and *wollen*:

Listed below are possible activities for the weekend:

a. Give the activities you can do this weekend.
Beispiel: Ich kann ins Kino gehen.

b. Identify the activities you are not able to do and explain whenever possible.
Beispiel: Ich kann keine Freunde einladen, denn...

Wochenendaktivitäten (Weekend Activities)	Gründe (Reasons)
Basketball spielen	ich bin nicht frei
im Restaurant essen	ich bin faul
wegfahren	meine Mutter ist krank
fadfahren	meine Eltern wollen das nicht
ins Kino gehen	ich helfe zu Hause
ein Fußballspiel sehen	ich habe keine Lust
spät nach Hause kommen	ich habe kein Geld
mit Freunden tanzen gehen	das Wetter ist schlecht
Freunde besuchen	ich bin zu müde
ein Buch lesen	ich habe zu viele Hausaufgaben auf
Freunde einladen	ich will heute zu Hause bleiben
eine Fete planen	ich habe keine Freunde
nichts tun	mein Vater ist weg

Ask a partner questions in order to find out what he or she is able to do. Take notes so that you can share your findings with the class.

Beispiel: Auto fahren
Peter, kannst du Auto fahren?

1. Deutsch sprechen
2. deutsche Bücher lesen
3. Tennis spielen
4. kochen
5. backen
6. ein Kartenspiel erklären
7. immer glücklich sein
8. raten, wann der Deutschlehrer Geburtstag hat
9. Geld verdienen
10. deutsche Komponisten oder Autoren nennen

Game: *Interview*

Each student receives the same list of interview questions. Students try to find a person who can or wants to do the things on the list. When a student finds a person, he or she jots the name down next to that question and goes on to the next person. The goal is to supply as many names as possible on the list. After a given time, the teacher determines who has the most names. Then he or she proceeds to ask the group the names of those who can dance, sing, etc. The teacher could ask further questions such as "Why do you want to fly to the moon?" "Do other members in your family want to fly to the moon?" etc.

INTERVIEWFRAGEN: NAME:

1. Kannst du Spanisch? _____
2. Willst du Arzt (Ärztin) werden? _____
3. Kannst du Ballett tanzen? _____
4. Kannst du zu Hause machen, was du willst? _____
5. Kannst du die Namen deiner Großeltern nennen? _____
6. Willst du in Deutschland studieren? _____
7. Kannst du zeichnen oder malen? _____
8. Willst du zum Mond fliegen? _____
9. Willst du kochen lernen? _____
10. Willst du mehr als zwei Kinder haben? _____

Developed by:
Irmgard Langacker, Strath Haven High School,
Wallingford, PA

3. Function and speaking objectives: One participant spent the project year as a graduate intern team-teaching in a beginning German class. While the assigned teacher covered the grammar and the text exercises as they were presented in the text, the intern was able to concentrate on developing students' oral communication skills. She began by identifying a list of functions (tasks) and content appropriate to a first-year group, based upon the ACTFL Provisional Proficiency Guidelines. The list follows:

Functions and Tasks	*Example*
1. To greet someone	Guten Morgen!
2. To respond to someone's greeting	Guten Morgen!
3. To ask about one's health	Wie geht's?
4. To respond to questions about one's health	Gut, nicht gut, danke gut.
5. To introduce oneself	Ich heiße....
6. To introduce others	Das ist Anna.
7. To take leave of someone	Auf Wiedersehen!
8. To respond to someone leaving	Auf Wiedersehen!
9. To give a compliment	Das Kleid ist sehr schön.
10. To express holiday wishes	Herzlichen Glückwunsch zum Geburtstag!
11. To identify someone/ something	Das ist Hans. Das ist ein BMW.
12. To affirm something	Ich bin müde.
13. To negate something To deny something	Ich bin nicht müde. Ich bin nicht hier.
14. To describe someone/ something	Anna ist groß. Das Kleid ist rot.
15. To ask for information, Yes/no or W-questions	Bist du gut in Mathe? Wann? Wo?
16. To answer: In the affirmative In the negative	 Ja, ich bin hier. Nein, ich bin nicht 14.
17. To praise	Das ist gut, Sehr gut!
18. To express thanks	Danke!
19. To express pleasure	Ich habe Musik gern. Ich spiele gern Gitarre.

20. To express displeasure	Ich habe Musik nicht gern. Ich spiele nicht gern Gitarre.
21. To express possession	Das ist mein Buch. Ich habe einen BMW.
22. To demand something, to buy something	Ein Paar Jeans, bitte!
23. To order something	Eine Limo, bitte!
24. To narrate events	Er geht schwimmen, Ich gehe ins Kino.
25. To ask for personal information (formal and informal)	Wie heissen Sie? Wo wohnen Sie? Was ist Ihre Telefonnummer? Wie heißt du? Wo wohnst du? Was ist deine Telefonnummer?
26. To exchange personal information	Ich heiße Arno. Ich wohne in Needham. Meine Telefonnummer ist 444-1896.

Content

These functions will be carried out employing some of the following contents. The list can be expanded according to students' interests.

A. Formal and informal forms of address
B. Weather
C. Family, friends, interests
D. Leisure time activities
E. Physical/personality characteristics
F. Number 0-30
G. Days of the week, months
H. Clothing, colors

As a next step, the intern-teacher examined each chapter to devise speaking objectives that would be compatible with the core content. She then designed a series of short activities to meet those objectives. A group of samples follows:

Example #1:

Speaking Objectives	*Illustrative Structure*
(These refer to the previously cited list of objectives)	
14. To describe someone	14. Er ist groß.
15. To ask for information	15. Wann? Wo? Bist du...?
19. To express like	19. Ich habe Musik gern.
20. To express dislike	20. Ich habe Musik nicht gern.
24. To narrate events	24. Er geht schwimmen.

Students should think of 5 people they know and describe them or an activity the person likes. They then should work with a partner and describe the person, e.g.:

Mark ist intelligent.

Anna spielt gern Basketball.

Tom hört gern Musik.

Hans spielt Gitarre.

Students should then ask their partners, "Es ist Marks Geburtstag. Was kaufst du?" The student being asked should respond, "Ich kaufe _____." Students should record the answer. "(Partner) kauft (person) (item)." Some of these can be shared with the class.

Example #2:

Speaking Objective	*Illustrative Structure*
24. To narrate events	24. Er geht schwimmen.

Students work in pairs and describe a dream week and what they would do during that week. This can be read out loud to the class, e.g.,

Montag—Ich gehe ins Kino.

Dienstag—Ich laufe Schi.

Mittwoch—Ich plane eine Fete.
Donnerstag—Ich höre Musik.
etc.

Example #3:

Speaking Objective	*Illustrative Structure*
14. To describe someone	14. Er ist groß.
19. To express like	19. Ich habe Musik gern.
20. To express dislike	20. Ich habe Musik nicht gern.
25. To ask for personal information	25. Wie heissen Sie? Wo wohnen Sie? Was ist Ihre Telefonnummer?
26. To exchange personal information	26. Ich heiße Arno. Ich wohne in Needham. Meine Telefonnummer ist 444-1896.

Students bring in a picture of someone and have their partner interview them. The students being interviewed respond as if they were the person in the picture. The teacher should give each student a sheet with the following key words, in order to expedite the interview process:

1. Name
2. Age
3. Address
4. Likes/Dislikes
5. Family
6. Characteristics
7. Hobbies

The students then report back to class on the information they obtained during their interviews.

Example #4:

Speaking Objective	*Illustrative Structure*
15. To ask for information	15. Wann? Wo? Bist du...?
16. To reply in the affirmative	16. Ja, ich bin hier.
17. To reply in the negative	17. Nein, ich bin nicht hier.
21. To express ownership	21. Ich habe einen BMW.
22. To buy something	22. Ein Paar Jeans, bitte.
23. To order something	23. Eine Limo, bitte.

Shopping: Give students a list of articles to buy (by phone). One person plays customer, one plays the clerk.

Developed by:
Lorraine Curran, Medford (MA) High School

4. Narration in the past: An interesting observation made by a group of Spanish teachers during the oral proficiency interviews conducted during the first week was that few of even the most advanced students could sustain a conversation in past time. The best students could produce single sentences in the past without too much difficulty, but could not link such sentences together to tell a coherent story. Since many of these teachers saw that particular grammatical structure as a major focus of their second-year classes and beyond, they decided to develop a series of activities with past narration as its objective that could be implemented in systematic fashion throughout the year. It was obvious that not only the structure, but also the ability to use it in extended narration, needed continual practice and frequent recycling with new content. Some sample activities follow:

Ask a classmate if he or she did the following things during Thanksgiving vacation. Afterwards, answer the same questions for your partner. Write a summary of your classmate's vacation activities to present orally to the class.

	Yes	No
1. see many relatives		
2. eat turkey		
3. go out with friends		
4. attend a party		
5. enjoy oneself		
6. sleep a lot		
7. watch TV		
8. get up late		
9. go to bed late		
10. go to the movies		

Ask a classmate in which room he or she did the following activities the other day. Check the appropriate answer and then write a summary.

1	2	3	4	5
kitchen	dining room	bedroom	living room	bathroom

brush teeth _____
listen to records _____
wash the dishes _____
read the newspaper _____
get dressed _____
watch TV _____
do homework _____
eat dinner _____
talk on the phone _____
take a shower _____

Entrevista

Eres periodista (journalist) para las "Noticias de Peddie." Tienes que entrevistar (interview) a un(a) compañero(a) de clase acerca de sus vacaciones de Navidad. Quieres saber dónde pasó tu amigo(a) las vacaciones, qué hizo, etc. Escribe por lo meos cinco preguntas que vas a hacerle a tu compañero(a) en la clase mañana.

Después de la entrevista, tienes que escribir tu artículo para el periódico.

Aquí tienes una lista de vocabulario para ayudarte a escribir tus preguntas.

¿Dónde?
¿Cuándo?
¿Quién(es)?
¿Cuánto tiempo?
¿Cómo?
¿Qué?
¿A qué hora?

ir
pasar
hacer
gustar
divertirse
jugar
visitar
comer
dormir
abrir
comprar
celebrar
cantar
gastar
recibir
levantarse
acostarse
ver
asistir a

regalo (gift)
árbol de Navidad
villancicos (Christmas carols)

iglesia (church)
cine
película
fiestas
parientes

Developed by:
Molly Lang Stephenson, The Peddie School, Hightstown, NJ

5. Role-plays and situations: The use of role-plays, borrowed from the oral proficiency interview, was by far the most frequent text adaptation activity. Whatever the focus of their projects, the majority of teachers developed role-play situations to expand the opportunity for classroom performance in the foreign language. These role-plays spanned the spectrum from fairly highly structured

short exchanges to longer, more open-ended ones. They tended to be tied rather closely to the themes and structures being studied. Most reported highly successful results using this technique. Samples as follow:

a) Short/controlled:

> Your friend has a date with an AFS student from Geneva. Ask your friend:
>
> A) the student's name
>
> B) whether he/she speaks English
>
> C) with whom he/she is living
>
> D) whether he/she is a good dancer

> You are the commentator for a class fashion show.
>
> A) Tell what _____ is wearing.
>
> B) Tell where it can be purchased.
>
> C) Tell what each item costs

Developed by:
Leah N. Chiambalero, Harrison (NY) High School
Mary Elizabeth Logan, Philadelphia (PA) High School for Girls
Edward Ray, West Windsor-Plainsboro (NJ) High School
Carolyn Staton, Thomas Edison High School, Philadelphia, PA

> "A" and "B" are talking on the phone. They are discussing the gifts for a friend's party.
>
> A: Say that you are going to buy a book.
>
> B. Say that you are going to buy a record.
>
> A: Ask when "B" is going to buy the record.
>
> B: Reply and say that you'll bring it on Monday.

(L. Curran)

b) Longer/controlled:

You just read an ad in the newspaper about a farm for sale. Call the owner and inquire about:

1) the size of the farm
2) what and how many animals are raised there
3) the crops cultivated
4) the price

(M. La Freniere, G. Salameh, R. Steindler)

Applying for a job, you speak with an interviewer.

1) Greet the interviewer.
2) Explain that you saw an ad in yesterday's *Figaro* for a job as a waiter/waitress.
3) Explain you are interested in this type of work and would like to apply.
4) Ask if the position is full or part time.
5) Ask what days you would be working.
6) Ask about the salary and what you might expect to earn.
7) Ask when you would begin the job.
8) Ask if he/she needs references or additional information about you.
9) Tell him/her you are interested and ask when you might hear if the job will be offered to you.
10) Thank him/her.

Developed by:
Charlotte Cole, Floy Miller
Walpole (MA) High School

c) Open-ended situations:

You and your family: You went to a fair with a friend yesterday.

Tell your family about the day. They are especially interested in knowing:

1) how much money you spent
2) how you got there
3) what you had to eat there
4) what entertainment they had

(Additional items as you wish)

You and an older friend: You are thinking of quitting school to get a job. You are asking the advice of an older friend who is already working. You are concerned about:

1) how much you might earn
2) how difficult it is to find work
3) transportation
4) if your friend likes working better than school and why

(Additional items as you wish)

(M. La Freniere, G. Salameh, R. Steindler)

You are talking on the phone after school. Tell your friend four things about one of your teachers and see if he/she can guess who it is.

You are the parent of a 15-year-old girl. She has been asked to a party by a boy you don't like. Tell your daughter why you don't like the boy and why she can't go to the party.

(L. Chiambalero, M.E. Logan, E. Ray, C. Staton)

6. Oral proficiency through literature: A very interesting project was designed to assure that language skills would continue to be developed even as students were working with literature in the classroom. The teacher prepared situations and role-plays and other communicative activities that used characters or plot drawn from the reading.

Sample activities based on *Bodas de sangre* by García Lorca:

Act I, End Cuadro I:

You, the mother, have just learned that your son's *novia* previously had a *novio* from a rival family. Talk to your son and forbid him to marry his *novia*. Make a list of all the reasons why he should not marry and all the things you will do if he does marry.

Act II: You are Leonardo's abandoned wife. You return home after the wedding and have to explain to your mother what happened and how you feel. (You are angry, hurt, and worried about the future.)

Personal parallels include situations such as:

> It is the night of the Senior Prom and as you arrive to pick up your date (with flowers in hand to match her dress), you see her sneaking out the back door with a guy she used to date. Her mother (who always like you better than the old boyfriend) notices at the same time and calls out to her. Pick up the action there as Date, Girl, Old Boyfriend, Mother.

Developed by:
Jackie Marshall, Paul D. Schreiber High School,
Port Washington, NY

These project samples demonstrate what teachers working together can do to give curriculum, materials, and textbooks a proficiency-based orientation. It is hoped that other teachers will find these examples useful in furthering their students' oral proficiency.

ACTFL
579 Broadway
Hastings-on-Hudson, NY 10706

Institute Faculty:

Heidi Byrnes
Nina Levinson
Judith E. Liskin-Gasparro
Pardee Lowe, Jr.
Frank Medley, Jr.
June K. Phillips
Remo Trivelli

C. Edward Scebold, Executive Director
David V. Hiple, Project Director

APPENDIX
Curriculum Guidelines: Level I

	FUNCTION
SPEAKING	Able to express basic courtesy formulae.
	Able to make short statements.
	Able to enumerate in short phrases.
LISTENING	Able to comprehend basic courtesy formulae.
	Able to comprehend basic vocabulary and memorized material.
	Able to comprehend utterances in highly contextualized situations.
READING	Able to read basic vocabulary and short phrases.
	Able to read instructional and directional material.
	Able to read mastered material or recombinations of mastered material.
WRITING	Able to copy isolated words and short phrases.
	Able to transcribe memorized words and phrases.
	Able to write memorized words, lists and phrases.

CONTENT

Immediate needs such as greetings, basic objects, days, months, colors, weather, etc.

Immediate needs such as greetings, basic objects, months, days, colors, weather, etc.

Immediate needs such as in a restaurant, store, train, bus, etc.

Immediate needs such as names, addresses, signs indicating names of streets and avenues, building names and short information signs.

Immediate needs such as items on menus, schedules, timetables, maps and social codes (*Défense de fumer,* etc.).

Basic survival needs such as messages, greetings and social amenities in dialogues and specially prepared texts.

Immediate needs such as name, address, dates, numbers, days, months and common objects.

Courtesy formulae such as expressions in greetings and leave-takings.

Curriculum Guidelines: Level II

	FUNCTION
SPEAKING	Able to ask and answer questions.
	Able sometimes to initiate statements.
	Able to maintain face-to-face conversations.
LISTENING	Able to understand simple questions and answers.
	Able to understand simple statements.
	Able to understand main ideas of face-to-face conversations.
READING	Able to read simple discourse for informative purposes.
	Able to read simple discourse for social purposes.
WRITING	Able to write basic biographical information.
	Able to write short messages.

CONTENT

Survival needs such as ordering a meal, getting a hotel room, and asking for directions.

Familiar topics such as characteristics of self and family members, location and description of home, school or workplace.

Survival needs such as meals, lodging, transportation, simple instructions and routine commands.

Familiar topics such as age, address, family members, weather, time, daily activities and interests.

Survival needs such as public announcements giving who, what, when, where and why about subjects like sporting events, concerts, parades.

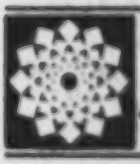
Survival needs such as identification of products, prices, etc. from illustrated advertising for everyday items like food, clothing, work supplies and travel.

Familiar topics such as a letter where writer describes self and family, age, occupations, residence, personality traits, and headlines and article titles whose content is familiar and of high interest.

Basic survival needs such as items on forms for hotel reservations and travel documents.

Practical needs such as simple questions or notes, postcards or phone messages.

Developed by:
Charlotte Cole, Floy Miller; Walpole (MA) High School



american council on the teaching of foreign languages, inc.

ACTFL

579 BROADWAY, HASTINGS-ON-HUDSON, N.Y. 10706